



**2019-2020 Charter School Program High Quality Replication Grant**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019**

NOGA ID

Authorizing Legislation

P.L. 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100, Subchapter AA

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701-1494

Application stamp-in date and time

Grant period from **July 1, 2019 – August 31, 2020**

☒ Pre-award costs are not permitted.

**Required Attachments**

1. Federal Definition of a Public Charter School
2. Documentation of Authorization to Charter
3. Board of Trustees Approval
4. Narrative Description from Superintendent

**Amendment Number**

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization **Pioneer Technology & Arts Academy** CDN **057850** Vendor ID **004** ESC ☐ DUNS **080012141**  
Address **1412 S Beltline Rd** City **Mesquite** ZIP **75149** Phone **9722856895**  
Primary Contact **Shubham Pandey** Email **shubham@ptaaschool.org** Phone **6122076438**  
Secondary Contact **Sonya Gracy** Email **sgracy@ptaaschool.org** Phone **9726583902**

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Shubham Pandey** Title **Superintendent**

Email **shubham@ptaaschool.org** Phone **6122076438**

Signature **shubham pandey** Digitally signed by shubham pandey Date: 2019.04.24 15:13:38 -05'00' Date **04/24/2019**

Grant Writer Name **Shubham Pandey** Signature **shubham pandey** Digitally signed by shubham pandey Date: 2019.04.24 15:14:11 -05'00' Date **04/24/2019**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

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**Shared Services Arrangements**

☒ SSAs are **not permitted** for this grant.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Curricular and Instructional materials necessary to the development and sustainability of program design that is based on Direct Instruction and Blended Learning.	Grant funds, will be used to help partially fund STEM-based, curriculum and materials, and to train teachers in its effective implementation. PTAA Mesquite Elementary will replicate standards-focused Project Based Learning(PBL)
Technology is critical to PTAA-Mesquite program design that incorporates Blended Learning with Project-Based Learning (PBL) to maximize and individualize instruction.	Grant funds will be used to help partially fund initial technology to students and faculty necessary to starting new campus. This will allow the implementation of the individualized attention Blended Learning provides from the first day of school, and allow faculty to implement curriculum and classroom instruction.
Payroll to partially fund the Administrative Team that will be needed before school starts;PTAA Mesquite will serve 220 students the first day of school with several hundred more on waiting lists.	Grant funds will support the payroll costs for the Campus Leadership and staff needed for operations and planning prior to the first day of school, including professional development and enrolling 220 students.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Staff at PTAA Mesquite, a 6-12 campus, analyzed three years of data from entering students; each year; newly enrolled students tested one to two years below grade levels in reading and/or math. Parents of currently enrolled students requested to expand grade levels of the STEM focused program. PTAA began construction of the K-5 Mesquite Elementary that will open in August and is fully enrolled. PTAA applied to TEA for a waiver for High Quality Campus Designation; in alignment with the objectives in the written Performance Agreement, PTAA identified the following SMART goal: By May 2021, PTAA Mesquite Elementary will continue to achieve the Top 25% Closing Performance Gaps Designation.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark****Benchmark 1:**

By September 30, 100% of students in the target testing population-grades 3-5- will have completed Measures of Academic Progress (MAP) testing. The SMART goal requires data-informed decision making from the beginning of the school year. Staff will review all academic data for grades 3-5 with a focus on special populations and Texas English Proficiency Assessment System (TELPAS) results. Teachers will have access to the most recent data within two weeks of school opening and staff will determine individualized student needs for intervention and additional resources. Formative assessments and classroom observations will provide additional data to adjust curriculum and instruction. The Principal will meet weekly with staff to review student progress in special populations.

**Measurable Progress (Cont.)****Second-Quarter Benchmark****Benchmark 2:**

By December 1, 60% of students grades 3-5 will pass STAAR benchmark 1 at Approaches grade level in Reading, Math, and Writing. Based on results, staff will identify students who will be enrolled in campus intervention programs, and teachers who may need additional professional development. Student interventions may include, but are not limited to: double blocking, pull-outs, tutoring and mentoring. The principal and staff will review unit tests, formative assessments, grades, student and teacher attendance data and observations to focus on the extent to which resources are being utilized effectively in the classroom. Teachers will meet with parents to discuss results and the planned approaches. Campus principal will consult with District Data and Curriculum Coordinator to make adjustments to curriculum, instruction, and supports.

**Third-Quarter Benchmark****Benchmark 3:**

By March 1, 70% of students grades 3-5 will pass STAAR benchmark 2 at Approaches grade level in Reading, Math, and Writing. Based on results, staff will determine the need for additional interventions based on individual results-Saturday school, additional tutoring hours on school days, additional supports, and adjustments to curriculum and instruction.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

Throughout the school year, our schools collect and analyze baseline and incremental data points to measure growth towards achieving program goals. PTAA-Mesquite Elementary will employ qualitative and quantitative data analysis of formative and summative assessments and observations to inform decision making on measuring progress, and adjusting the program to maintain progress toward the SMART goal. PTAA will use data from NWEA MAP, TELPAS, STAAR, unit tests, observations, attendance data, and surveys of participants including parents, staff, students, and the community to inform decisions. PTAA will add a District Data and K-8 Curriculum Coordinator position August 1 to provide an improved level of data access and accountability. Throughout the course of the school year, the school staff, leadership team, and Board will use data to develop, improve, and revise curriculum and instructional practices. The teaching faculty will analyze data during weekly meetings with the school leadership to inform classroom instruction and flexible groupings. Data will also be disaggregated to analyze the performance of subgroups and evaluate the school's effectiveness in meeting their needs. Short-term adjustments may be made to the curriculum units and scope and sequence in accordance with students' progress and needs. PTAA Mesquite student population encompasses high percentages of underrepresented groups: ELL, Econ. Dis, minority, and First Generation College Goers. Their needs vary day to day and teachers are the first line responders. They will track attendance, referrals, moods, and grades, changes in behavior, and physical well-being. The leadership team will compile school-wide data to report to the Board, and analyze its implications towards meeting the SMART goal, curriculum, instruction, and personnel decisions. Based on students' performance, the Board and leadership team may also implement short-term adjustments. During the school year, school leadership will provide ongoing support in lesson planning, direct coaching and individualized professional development to its staff through an exchange of observations and feedback to ensure high quality instruction is provided. At the conclusion of the year, all data will be thoroughly vetted to evaluate the curriculum and instructional strategies. Based on student achievement data, the school will devise improvement plans for implementation the following school year.



**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2019–2020 Charter School Program High-Quality Replication Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- ☒ 4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- a. accommodates the minimum 15-digit account code mandated by the FASRG;
  - b. generates information needed for PEIMS reporting; and
  - c. ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the SBOE or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.
- ☐ 9. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the campus charter school will:
- a. maintain documentation which clearly demonstrates the supplementary nature of these funds;
  - b. be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
  - c. be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2019-2020 school year; and
  - d. be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. traditional campuses within the district.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☐ 10. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that, as per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), the local education agency (LEA) will not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.
- ☐ 11. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the school district will:
- participate in the Texas Authorizer Leadership Academy (TALA) program;
  - review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application;
  - annually publish its authorizer policies;
  - submit its updated policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2019;
  - work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
  - work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

By certifying acceptance of and compliance with these provisions and assurances (11 a-f), the applicant further certifies that noncompliance with any of these provisions and assurances may result in forfeiture of participation in this grant program.

**Statutory Requirements**

1. Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

Pioneer Technology & Arts Academy (PTAA) is a public charter school system that is sponsored by Meadow Oaks Foundation, a 501(c)3. PTAA is governed by a five member Board of Directors that makes all decisions related to policy, budget, and hiring of the superintendent. The Board provides oversight, while the Superintendent manages day-to-day operations of the school. The Board sets compensation for, hires, and evaluates the Superintendent. The Superintendent reports to the Board. The Superintendent hires and evaluates all members of the school staff and is accountable to the Board for the school's academic and organizational performance. The Board will ensure Pioneer Technology & Arts Academy is fiscally responsible, and complies with local state, and federal laws and oversees it fidelity to its charter agreement with the authorizer.

PTAA does not contract with any Charter Management Organization.

PTAA contracts with Education Service Center for trainings.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

PTAA is a public school authorized in 2015 by Texas Education Agency (TEA) to operate charter schools in Texas through 2021 when it will apply for renewal. PTAA is obligated to perform under the terms of its contract, and the Board and Superintendent must report periodically to TEA on contract requirements. PTAA tests students in grades 3-12, as applicable, and is held to the same academic accountability standards as all public schools in Texas. PTAA tracks student academic achievement and student academic growth. PTAA is a Texas Education Agency A-rated charter school and its campuses achieved several distinction designations. As a public school system, PTAA is held to the standard that if PTAA fails to meet either the academic or financial standard or any combination for three years in a row, or violates structural or operational factors, that the charter is immediately revoked. The PTAA Board of Directors holds regular meetings to monitor the academic, operational, and financial commitments. The public is invited to attend. Needed adjustments will be made each month based on feedback and reporting from the PTAA board.

3. Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

PTAA Mesquite, Elementary, as part of the PTAA district, will be expected to adhere to PTAA's mission and vision, its policies of open enrollment, non-discrimination, and other general policies. As determined by the PTAA district, Mesquite Elementary campus leadership will have a high degree of autonomy over budget allocations, personnel hiring, and school operations. The Campus Principal will have primary oversight of instruction, responsible for ensuring that it is aligned to the charter's mission and goals. The Principal will monitor student achievement outcomes on an interim and yearly basis and be held accountable for student achievement targets that are set by the charter. The Principal will oversee the day-to-day decision making in consultation with the district Leadership Team with regard to the school's curriculum and calendar, if they differ significantly from district practices. The Superintendent will serve, at all times, as the Principal's employer and supervisor. The PTAA Mesquite Elementary campus will be governed by the same Board of Directors as the existing campus.

**Statutory Requirements**

4. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

PTAA Mesquite Elementary will seek input from parents, staff and other members of the community in multiple ways. It will have a web site that provides information and resources in English and Spanish. As part of its PTECH model, PTAA Mesquite has an Advisory Council made up of community, business and industry leaders; it also has an active Parent Teacher Organization that meets regularly; PTAA surveys parents, staff and students, as applicable, every March to determine strengths and areas of challenge, parent engagement and satisfaction.

The school will have periodic parent teacher meetings where parents and teachers get together to get to know one another and discuss the students' needs, concerns and academic performance. Campus newsletters will be published weekly. All materials are published in English and Spanish and translators will be present at events to ensure greater participation.

5. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

PTAA is requesting \$400,000 in start-up funding to provide key personnel salaries during the planning period-July 1 through August 14 (the first day of school) as well as much-needed furniture and fixtures, technology, curriculum and instructional materials, professional development and operational support during the first year of campus operation; budgeted items include these needs.

The project will be sustained through a coordinated effort between designated grant administrator, District Office leadership, professional staff, and school level personnel. The ongoing guidance, support, training, supervision and dissemination of resources by PTAA District staff will ensure that the school is fully operational and that the grant activities are implemented with fidelity. By integrating resources and support from the grant with those already existing within the PTAA system, it is possible to maximize the effectiveness of grant funds.

PTAA has a robust track record of securing federal and state grants, as well as financial and in-kind contributions based on its performance and the need for quality schools. PTAA will continue to seek state, federal, and corporate grants and to adhere to its model of fiscal sustainability.

6. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

PTA Mesquite engages parents, families and the community through media, meetings, fairs, celebrations, and through its partnerships with businesses and industry partners and colleges. All materials will be available in Spanish and English and translators are present during meetings. Annual surveys are conducted to gain staff, student and parent input on the successes and challenges in the programs. PTAA Mesquite will support a Parent Teacher Organizations and the campus leadership will take an active role.

Many of the parents work two jobs and find it difficult to attend meetings during the week so additional events are scheduled on weekends to allow greater participation. Input from parents led to this campus being formed. PTAA has from its inception, valued and sought input from parents, community organizations, business and industry, and from colleges and universities to align its programs with their needs.

**Statutory Requirements**

7. Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.

PTAA does not provide a busing system for students; families drop off and pick up students each day. PTAA provides buses for field trips, college visits, student competitions, and campus events.

8. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

PTAA will not seek any waivers.

**TEC, Subchapter C, Campus Charter Schools, must address the following requirement (#9):**

9. Describe the educational program of the existing high-quality charter school that the district has partnered with at the proposed charter school campus, including a) how the program will enable all students to meet challenging state student academic achievement standards; b) the grade levels or ages of children to be served; and c) the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.



**Statutory Requirements**

**TEC, Subchapter C, Campus Charter Schools, must address the following requirements listed below (#10 - #13):**

10. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners. Provide reference to relevant program-related attachments, including page numbers, where necessary.

11. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit that is separate and apart from the district's annual financial audit. Provide reference to relevant program-related attachments, including page numbers, where necessary.

12. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in public education information systems (PEIMS). Provide reference to relevant program-related attachments, including page numbers, where necessary.

13. Describe the manner in which the district will flow other federal and state funds to the proposed charter school campus. Describe the timelines for flowing the federal and state funds to the campus that will ensure students are promptly receiving the benefit of services that appropriate federal and state funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

**TEA Program Requirements**

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019-2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
State-Authorized		54	36	36	32	31	31								220
Not Applicable - No students will be served during the 2019-2020 school year. <input type="checkbox"/>															
Total Staff	20	Total Parents		282	Total Families		176	Total Campuses		1					

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020-2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
State-Authorized		80	60	60	40	40	40								320
Total Staff	21	Total Parents		576	Total Families		256	Total Campuses		1					

3. Provide the number of students to be served in 2019-2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
State-Authorized		11	9	7	7	7	7								48
Not Applicable - No students will be served during the 2019-2020 school year. <input type="checkbox"/>															
Total Staff	20	Total Parents		282	Total Families		176	Total Campuses		1					

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	Mesquite Independent School District	Mackey Elementary	57-914-131
2.	Mesquite Independent School District	Floyd Elementary	57-914-116
3.	Garland Independent School District	Heather Glen Elementary	57-909-124
4.			
5.			
6.			
Not Applicable - No students will be served during the 2019-2020 school year. <input type="checkbox"/>			

5. **TEC, Subchapter C, Campus Charter Schools (check all that apply):**

- ☐ a. The school district is currently participating in the Texas Authorizer Leadership Academy (TALA) and/or the System of Great Schools (SGS) Network.
- ☐ b. The school district board of trustees will establish a separate, independent operator board to oversee charter school replication activities within the district.

### Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>

### PNP Equitable Services

☒ PNP Equitable Services **does not apply** to this grant.

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**Total Planning Activity Costs** (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school)

**Total Implementation Activity Costs** (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)

**Total Planning Activity Costs + Total Implementation Activity Costs**  
(This amount should match TOTAL BUDGET REQUEST)

**PAYROLL COSTS (6100)**

**BUDGET**

Campus Administrator and Staff During Planning	<input type="text" value="\$19,550"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Curriculum Training	<input type="text" value="\$23,700"/>
Curriculum Services	<input type="text" value="\$23,700"/>
<input type="text"/>	<input type="text"/>

**SUPPLIES AND MATERIALS (6300)**

Curriculum Supplies	<input type="text" value="\$50,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**OTHER OPERATING COSTS (6400)**

Employee Cost for Conferences	<input type="text" value="\$12,000"/>
Employee Cost for Travel	<input type="text" value="\$12,000"/>
<input type="text"/>	<input type="text"/>

**CAPITAL OUTLAY (6600)**

Technology Hardware And Software	<input type="text" value="\$200,000"/>
Equipment and Furniture	<input type="text" value="\$59,050"/>

**TOTAL BUDGET REQUEST**